



SACRED HEART COLLEGE (AUTONOMOUS)

Tirupattur – 635 601, Tamil Nadu, S.India

Resi : (04179) 220103

College : (04179) 220553

Ext : (04179) 226122

Ready for
Every Good Work

A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

History

Programme Structure – B.A. History 2021 - 22

Semester I

Part	Course code	Subject	Paper	Hours	Credit	CIA	Sem	Total
I	LTT114	Tamil	I	5	3	50	50	100
II	LE115AT	English	I	5	3	50	50	100
III	HT103	History of India up to 712 A.D.	I	5	5	50	50	100
III	HT104	History of TamilNadu up to 1336 A.D.	II	5	5	50	50	100
III	AH114	Allied – I: Principles of Tourism	I	6	4	50	50	100
IV	VE105A VE105B CE103	Personal Skills	I	2	1	-	-	100*
		Christian Religion - I/Value Education – I	I	2	1	-	-	100*
		Communicative English	I		1	-	-	100*
		Total		30	23			

Semester II

Part	Type	Subject	Paper	Hours	Credit	CIA	Sem	Total
I	LT214	Tamil	II	5	3	50	50	100
II	LT215AT	English	II	5	3	50	50	100
III	HT203	History of India (712 – 1526 A.D.)	III	5	5	50	50	100
III	HT204	History of TamilNadu (1336 – 1947 A.D.)	IV	5	5	50	50	100
III	AH211	Allied – II: Tourism and Travel Management	II	6	4	50	50	100
IV	VE205A VE205B CE203	Social Skills	II	2	1	-	-	100*
		Christian Religion – II/ Value Education – II	II	2	1	-	-	100*
		Communicative English	II		1	-	-	100*
		Total		30	23			

Semester III

Part	Type	Subject	Paper	Hours	Credit	CIA	Sem	Total
I	LT302	Tamil	III	5	3	50	50	100
II	LE309T	English	III	5	3	50	50	100
III	HT303	History of India (1526 – 1707 A.D.)	V	5	5	50	50	100
III	HT304	History of India (1707 – 1857 A.D.)	VI	5	5	50	50	100
III	AH309	Allied – III: Principles of Public Administration	I	6	4	50	50	100
IV	VE306	Employability Skills – I	III	2	1	-	-	100*
	SK304	Environmental Science	I	2	1	-	-	100*
		Total		30	22			

*Internal Paper

Semester IV

Part	Type	Subject	Paper	Hours	Credit	CIA	Sem	Total
I	LT411	Tamil	IV	5	3	50	50	100
II	LE409T	English	IV	5	3	50	50	100
III	HT403	History of India (1858 – 1947 A.D.)	VII	5	5	50	50	100
III	HT404	Contemporary History of India (1947 – 2014 A.D.)	VIII	5	5	50	50	100
III	AH409	Allied – IV: Outlines of Comparative Governments	II	6	4	50	50	100
IV	VE406	Employability Skills – II	IV	2	1	-	-	100*
	SK404	Human Rights	I	2	1	-	-	100*
V	CO – SHE	Outreach Program			2			
	CO - DED	Groups and Movements			2			
VI	Extra Credit Course (Self Study Paper)	Principles of Archaeology			1*			
		Total		30	26+1*			

***Internal Paper**

Semester V

Part	Type	Subject	Paper	Hours	Credit	CIA	Sem	Total
III	HT506	History of Europe – I (1453 – 1789 A.D.)	IX	6	6	50	50	100
III	HT507	History of China and Japan (1911 – 1990 A.D.)	X	6	6	50	50	100
III	HT508	Constitution of India	XI	5	5	50	50	100
III	HT509	Historiography	XII	6	6	50	50	100
III	HT510 A/HT510B	Elective I - Makers of Modern India Elective II - Labour Movement in India Elective III - Economic History of Modern India	I	5	3	50	50	100
III	NHT502	(Offered to other Departments) Outline History of India up to 1206 A.D.	I	2	1			100*
VI	Extra Credit Course (Self Study Paper)	Fundamentals of Indian Geography	I		1*			100*
		Total		30	27+1*			

*Internal Paper

Semester VI

Part	Type	Subject	Paper	Hours	Credit	CIA	Sem	Total
III	HT606	History of Europe – II (1789 – 2000 A.D.)	XIII	6	6	50	50	100
III	HT607	History of USA (1865 – 1990 A.D.)	XIV	6	6	50	50	100
III	HT608	Contemporary History of Tamil Nadu (1947 – 2016 A.D.)	XV	6	6	50	50	100
III	HT609	India and Her Neighbours	XVI	5	5	50	50	100
III	HT610A	Elective I - Human Rights. Elective II - History of Modern Education in India. Elective III - History of Indian Journalism.	II	5	3	50	50	100
III	NHT602	(Offered to other Departments) Outline History of India (1206 – 2014 A.D.)		2	1			100*
VI	Extra Credit Course (Self Study Paper)	Project Work/Internship			4#			100
		Total		30	27+4#			

*Internal Paper

Year/Semester: I Year / I Semester

Code:HT103

Credits: 5

Hours/Week: 5

HISTORY OF INDIA UP TO 712 A.D.

Objectives

- To understand the evolution of human civilization of Ancient India
- To enable the students to learn the social, economic and religious condition of India.
- To examine the political unity, art and architecture of India.
- To evaluate the cultural progress of various dynasties.
- To assess the importance of native empires in Ancient India.

Unit – I

15 Hours

Sources: Archaeological sources – Literary sources – Foreign accounts – Geographical Features – Pre and Proto-history: Paleolithic Age – Mesolithic Age – Neolithic Age – Chalcolithic Age – Indus Valley Civilization.

Unit – II

15 Hours

Aryans and Vedic Period: Expansion of Aryans in India – Rig Vedic Period – Later Vedic Period: Political – Social and Economic life – Evolution of Monarchy and Varna System – Mahajanapadas – Emergence of Jainism and Buddhism.

Unit – III

15 Hours

Mauryan Empire: Chandragupta – Bindusara – Ashoka: Concept of Dharma – Edicts – Administration – Economy – Art and Architecture – Disintegration of the Empire.

Unit – IV

15 Hours

Post-Mauryan Period: Sungas – Kanvas – Indo-Greeks – Sakas – Kushanas: Art and Architecture – Kharavelas – Satavahanas.

Unit – V

15 Hours

Gupta and Post Gupta Period: Political History – Administration – Art and Architecture – Literature – Harsha Vardhana – Arab Conquest of Sind.

Text Books

Khurana K.L., Ancient India, Lakshmi Narain Agarwal, Agra, 2001.

Mahajan V. D., Ancient India, S. Chand & Co., New Delhi, 2019.

Books for Reference

Basham A.L., The Wonder that was India, London, Macmillan, 2004.

Luniya B.N., Evolution of Indian Culture, Agra, Lakshmi Narain Publication, 2005.

Majumdar R.C., Raychaudhuri H.C. and Datta K., An Advanced History of India, Macmillan, Chennai, 2004.

Romila Thapar, The Penguin History of Early India: From the Origins to AD 1300, New Delhi, Penguin Books, 2002.

Sathyanatha Aiyar R., A Political and Cultural History of India, Madras, Viswanathan & Co., 1980.

Sharma L.P., History of Ancient India, New Delhi, Vikas Publisher, 1981.

Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, New Delhi, 2008.

Course Outcomes

Upon completion of this course the students are expected to:

Recall the historical evolution of Indian culture and civilization.

The student would have a background understanding of the socio – economic and religious developments shaping India in its early phase.

Explain the cultural and political achievements of the Mauryan kingdom.

Point out the significance of the Indian culture.

Recognize the native empires of India up to 712 A.D.

Year/Semester: I Year / I Semester

Code:HT104

Credits: 5

Hours/Week: 5

HISTORY OF TAMIL NADU UP TO 1336 A.D.

Objectives

- To become aware of the political, social and economic developments of Tamil Nadu.
- To identify the contribution of Pallavas to art and architecture.
- To study the development of art and architecture under the Cholas.
- To evaluate the socio, economic and religious condition of Tamil Nadu under the Pandyas.
- To describe the advent of Islam in Tamil Nadu.

Unit – I

15 Hours

Sources – Geographical Features – Sangam Age – Cheras – Cholas – Pandyas – Administration – Society – Economy – Literature – Kalabhra Interregnum.

Unit – II

15 Hours

Pallavas: Origin – Early Pallavas and Later Pallavas – Political, Social and Economic Conditions – Bhakthi Movement – Art and Architecture – Literature – First Pandyan Empire.

Unit – III

15 Hours

Imperial Cholas – Vijayalaya – Raja Raja – I and Rajendra – I – Later Cholas: Kulothunga I – Administration – Social, Economic and Religious Conditions – Art and Architecture – Disintegration.

Unit – IV

15 Hours

Second Pandya Empire: Maravarman Sundara Pandyan I – Jatavaraman Sundra Pandya I – Maravarman Kulasekara Pandya – Administration – Social, Economic and Religious Conditions – Art and Architecture.

Unit – V

15 Hours

Muslim Invasions: Malik Kafur – Khusru khan – Ulugh khan – Establishment of Madurai Sultanate – Subordinate Chieftains of Medieval Period – Overseas contact of the Tamils.

Text Book

Devanesan A., History of Tamil Nadu, Marthandam, Renu Publication, 2004.

Subramaniam N., History of Tamilnad upto 1336 A.D., Koodal Publishers, Madurai, 1972.

Books for Reference

Chopra P.N., Ravindran T.K. and Subramanian N., History of South India: Ancient, Medieval & Modern, Delhi, Chand and Co., 2010.

Kanakasabhai V., The Tamils Eighteen Hundred Years Ago, New Delhi, Asian Educational Services, 1979.

Manoranjithamoni. C, History of Tamilnadu upto 1565 AD, Dave – Beryl Publications, Tirunelveli, 2012.

Nilakanta Sastri K. A., A History of South India: From Pre-historic Times to the Fall of Vijayanagar, Oxford University Press, Madras, 1958.

Nilakanta Sastri K. A., The Colas, University of Madras, 2000.

Pillai K.K., A Social History of the Tamils, University of Madras, 1975.

Srinivasa Iyengar P.T., History of the Tamils: From the Earliest Times to 600 A.D., New Delhi, Asian Educational Services, 1989.

Course Outcomes

Upon completion of this course the students are expected to:

CO1: Asses the formation of various ruling dynasties and the consequent socio – economic and political developments in Tamil Nadu.

CO2: Illustrate the origin and growth of Bakthi movement and the evolution of art and architecture under the Pallavas.

CO3: :Explain the cultural achievements of Cholas.

CO4: Discuss the socio, economic and religious condition under the Pandyas

CO5: Recognize about second Pandya Empire and the establishment of Madurai Sultanate.

Year/Semester: I Year / II Semester

Code: HT203

Credits: 5

Hours/Week: 5

HISTORY OF INDIA (712 – 1526 A.D.)

Objectives

To enable the students to acquire knowledge about the role of Rajputs and Delhi Sultanate.

To evaluate the administration of the Delhi Sultanate.

To analyze the administrative skills of Khilji dynasty.

To evaluate the contribution of Sultanate to Art and Architecture.

To know the historical significance of Vijayanagar empire in Medieval India.

Unit – I:

15 Hours

Impact of Arab's Invasion – Rajputs – Pratiharas – Palas – Chauhans – Rashtrakutas – Invasions of Muhammad Gahzni and Muhammad Ghor.

Unit – II

15 Hours

Slave Dynasty: Consolidation of the Delhi Sultanate – Qutb-Ud-Din Aibak – Iltutmish – Sultan Razia – Balban – Khalji Dynasty: Jalal-Ud-Din Khalji – Ala-Ud-Din Khalji.

Unit – III

15 Hours

Tughlaq Dynasty: Ghiyas-Ud-Din Tughlaq – Muhammed Bin Tughlaq – Feroz Tughlaq – Timur's Invasion.

Unit – IV

15 Hours

Sayyids and Lodis – Decline of the Sultanate – Administration – Social and Economic Condition – Art and Architecture.

Unit – V

15 Hours

Vijayanagar Empire: Polity and Administration – Social and Economic Condition – Art and Literature – Bahmani Kingdom.

Text Book

Khurana K.L., History of India: Earliest Times to 1761 A.D., Lakshmi Narain Agarwal, Agra, 2006.

Mahajan V. D., History of Medieval India, S. Chand & Co., New Delhi, 2019.

Books for Reference

Chaurasia R. S., History of Medieval India: From 1000 A.D. to 1707 A.D, New Delhi, Atlantic, 2002.

Habibullah ABM., The foundation of Muslim Rule in India, Central Book Depot, Allahabad, 1976.

Lanepoole, Medieval India, Universal Publication, Delhi, 1971.

Majumdar R. C., Raychaudhuri H.C. and Dutt R.C., An Advanced History of India, Macmillan, Chennai, 2004.

Mehta J.L., Medieval India, Sterling Publication, New Delhi, 1979.

Natarajan S., and Prema Ramakrishnan, Political and Cultural History of India, Secundrabad, 1991.

Satish Chandra, Medieval India, Part I & II, New Delhi, NCERT, 1971.

Sharma L.P., Medieval India, Konark Publication, New Delhi, 1993.

Srivastava M.Y., Society and Culture in Medieval India, Allahabad, Chugh Publication, 1975.

Srivastava A.L., History of India 1000 to 1707, Shivalal Agarwal Publication, Agra, 1976.

Tripathi R. P., Some Aspects of Muslim Administration, Central Book Depot, Allahabad, 1992.

Course Outcomes

Upon completion of this course the students are expected to:

Recall impact of Arab invasion and the establishment of Delhi Sultanate.

Evaluate the political and administrative system of the slave dynasty.

Point out the administrative and Economic reforms of Khilji Dynasty.

Identify the richness of the Medieval Indian Art and Architecture.

Summarize the cultural contribution of the Vijayanagar Empire.

Year/Semester: I Year / II Semester

Code: HT204

Credits: 5

Hours/Week: 5

HISTORY OF TAMIL NADU (1336 – 1947 A.D.)

Objectives

To understand the socio, economic and cultural condition of the Nayaks of Madurai, Tanjore and Senji.

To explain the rise of Marathas of Tanjore, Marava kingdoms of Ramnad and Sivaganga.

To analyse the establishment of European companies and the conflict with the native rulers.

To examine the role of Christian Missionaries in the field of Education in Madras presidency.

To understand the political consciousness and the freedom movement in Madras Presidency.

Unit – I

15 Hours

Sources – Tamilnadu under Vijayanagar Rule – Nayaks of Madurai, Tanjore and Senji: Political, Social, Economic and Cultural Contributions.

Unit – II

15 Hours

Marathas of Tanjore – Marava kingdoms of Ramnad and Sivaganga – Thondamans of Pudukottai – Nawabs of Arcot: Zulfiqar Ali Khan, Sadatullah Khan and Muhammad Ali.

Unit – III

15 Hours

Advent of the Europeans: Portuguese – Dutch – Danes – French – English – Anglo – French conflict in the Carnatic – Anglo Mysore Wars.

Unit – IV

15 Hours

Tamilnadu under the British Rule – Ryotwari Settlement – Christian Missionaries: Tamil Revivalism and Education – Poligar Rebellion – Vellore Mutiny – Social and Religious Reformers: Ramalinga Adigal, Vaikunda Swamigal, Rettamalai Srinivasan and Iyothee Thass Pandithar.

Unit – V

15 Hours

Role of Tamilnadu in the Freedom Movement – Political Awakening: Madras Native Association – Madras Mahajana Sabha – Justice Party – Self – Respect Movement – Dravidar Kazhagam.

Text Books

Devanesan A., History of Tamil Nadu, Marthandam, 2004.

Subramaniam N., Social and Cultural History of Tamilnad (1336 – 1984 A.D.), Ennes Publications, Udumalpet, 1994.

Books for Reference

Chopra P.N., Ravindran T.K. and Subramanian N., History of South India, Chand and Co. Delhi, 1979.

Eugene F. Irshick, Politics and Social Conflict in South India, The Non-Brahman Movement and Tamil Separatism, 1916-1929, Bombay, OUP, 1969.

Kanakasabhai V., The Tamils Eighteen Hundred Years Ago, Asian Educational Services, New Delhi, 1979.

Rajayyan K., History of Tamilnadu, (1565-1965), Madurai Publishing House, Madurai, 1977

Sathyanatha Aiyar R., History of the Nayaks of Madura, University of Madras, 1980.

Srinivasan C.K., The Maratha Rule in the Carnatic, Annamalai University, 1944.

Varghese Jeyaraj S., Social-Economic History of Tamil Nadu (1565-1967), Uthamaalayam, Anns Publications, 2017.

Vriddhagirisan V., The Nayaks of Tanjore, Asian Educational Service, New Delhi, 1955.

Course Outcomes

Upon completion of this course the students are expected to:

Know about the Vijayanagar and Nayankara System.

Highlight the conditions of Tamil Nadu under the non-Tamil rulers.

Explain the Advent of the Europeans in Tamil Nadu.

Identify the socio- religious reform movements in Tamil Nadu.

Summarize the socio, economic and educational development in Tamil Nadu after independence.

Year/Semester: II Year / III Semester

Code:

Credits: 5

Hours/Week: 5

HISTORY OF INDIA (1526 – 1707 A. D.)

Objectives:

- To identify the various sources for the study of Mughal Empire.
- To study the conquests and expansion of the Mughals.
- To examine the various policies of Aurangzeb and emergence of Maratha Empire.
- To understand the social, economic and religious conditions under the Mughals.
- To study the factors responsible for the decline of Mughal Empire.

Unit – I: Foundation of the Mughal Empire: Sources – India on the Eve of Babur's Invasion – Babur – Humayun – Sher Shah and his Administration.

Unit – II: Consolidation of the Empire: Akbar: Rajput Policy – Religious Policy – Jahangir – Nur Jahan – Shah Jahan.

Unit – III: Aurangzeb – Deccan policy – Religious policy – North – West Frontier policy – Rise of Marathas under Shivaji.

Unit – IV: Mughal Administration – Social and Economic Conditions – Sufi Movement – Bakhti Movement – Art and Architecture – Literature.

Unit – V: Decline of the Mughal Empire – Popular Revolts: Jats – Satnamis – Afghans – Sikhism – Advent of the Europeans.

Outcomes:

- Discuss the establishment of Mughal Rule in India and its impact.
- Examine the consolidation of the Mughal Empire during the tenure of Akbar.
- Describe the Deccan kingdoms of the South such as Bahmani, Vijayanagar and the Marathas.
- Analyse the contributions of various religious saints of Bhakthi movement.
- Evaluate the causes for the downfall of Mughal Empire.

Text Books:

Sharma L. P., History of Medieval India, New Delhi, Konark Publication, 1993.

Khurana K.L., History of India (1526 – 1967 A.D.), Agra, Lakshmi Narain Agarwal, 1995.

Books for Reference:

Bakshi S. R., Advanced History of Medieval India, New Delhi, Anmol Publication, 2002.

Banerjee A.C., New History of Medieval India, New Delhi, S. Chand & Co., 1990.

Chandra, Satish, History of Medieval India (1800-1700), Orient Black Swan, 2009.

Irfan Habib, The Agrarian system of Mughal India (1556 – 1707), Bombay, Asia Publishing House, 1957.

John F. Richard, The New Cambridge History of India, Cambridge University Press, 1996.

Lanepoole, Medieval India, Universal Publication, Delhi, 1971.

Mehta J.L., Advanced Study in the History of the Medieval India (1000 – 1526 A.D.), Sterling Publishers, New Delhi, 1989.

Nurul Hasan S., Religion, State and Society in Medieval India, Oxford University Press, New Delhi, 2005.

Srivastava A.L., History of India 1000 to 1707, Shivalal Agarwal Publication, Agra, 1976.

Tripathi R. P., Some Aspects of Muslim Administration, Central Book Depot, Allahabad, 1992.

Vincent A. Smith, The Oxford History of India, New Delhi, OUP, 2002.

Year/Semester: II Year / III Semester

Code:

Credits: 5

Hours/Week: 5

HISTORY OF INDIA (1707 – 1857 A. D.)

Objectives:

To understand the struggle for supremacy among the European powers.

To study the background for the decline of the native states and establishment of the British rule in India.

To know about the Indian upheavals against colonial rule.

To understand the introduction of modern political institutions in the nineteenth century.

To study the nature of social and political changes under the British.

Unit – I: Advent of Europeans: Portuguese – Dutch – English and French East India Companies: Carnatic Wars – Battle of Plassey – Third Battle of Panipat – Battle of Buxar.

Unit – II: Consolidation of the Company's rule: Dual Government – Permanent Revenue Settlement – Subsidiary Alliance – Reforms of William Bentinck – Doctrine of Lapse.

Unit – III: Native Resistance to the Company's Rule: Anglo-Mysore Wars – Anglo-Sikh wars – Anglo-Maratha Wars – South Indian Rebellion.

Unit – IV: Constitutional Development – Regulating Act – Pitt's India Act – Charter Acts of 1793, 1813, 1833 and 1853.

Unit – V: Indian Response to British Rule: Peasant Movements and Tribal Uprisings in the 18th and 19th Centuries: The Kol Rebellion – The Mopla Rebellion – The Santal Rebellion – Great Revolt of 1857: Causes, Nature, Failure and Consequences.

Outcomes:

1. Assess the expansion of European settlements in India.
2. Review the different policies and methods of the colonial administrators.
3. Analyse the various battles of British to consolidate their colonial rule in India.
4. Highlight the development of the imperial legislature during the British rule.
5. Reconstruct the native resistance against foreign rule during the 18th and 19th centuries.

Text Books:

Grover B.L., Grover S., A New Look at Modern Indian History, New Delhi, S. Chand & Co., 2004.

Khurana K.L., History of India (1526 – 1967 A.D.), Agra, Lakshmi Narain Agarwal, 1995.

Books for Reference:

Banerjee A.C., The New History of Modern India, Delhi, Bagchi & Co, 1983.

Bayly C.A., An Illustrated History of Modern India 1600-1947, Bombay, Oxford University Press, 1991.

Desai A.R., Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1976.

Majumdar R.C., Raychaudhuri H.C. and Dutt R.C., An Advanced History of India, Macmillan, Chennai, 2004.

Percival Spear, The Oxford History of India 1740 – 1975, New Delhi, Oxford University Press, 2000,

Rajayyan K., History of Tamilnadu, (1565 – 1965), Madurai Publishing House, Madurai, 1977

Ramachandran C., East India Company and the South Indian Economy, Madras, New Era Publications, 1980.

Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern India, New Delhi, Orient Longman, 2004.

Thompson Edward & Garratt G.T., A History of British Rule in India, Delhi, Atlantic Publishers, 1999.

Year/Semester: II Year / IV Semester

Code:

Credits: 5

Hours/Week: 5

HISTORY OF INDIA (1858 – 1947 A. D.)

Objectives:

To know the process of social awakening during the 18th and 19th centuries.

To study the rise and growth of Indian National Congress up to 1919 A.D.

To learn the non-violent struggle against the British rule and the Constitutional progress.

To understand the main provisions of Government of India Act of 1935 and the importance of Quit India Movement.

To study the role of Muslim League and reaction of Indian National Congress since 1940.

Unit – I: Queen’s Proclamation – Reforms of Lord Ripon and Lord Curzon – Socio – Religious Reform Movements: Brahma Samaj, Arya Samaj, Prarthana Samaj, Theosophical Society, Wahabi Movement, Aligarh Movement.

Unit – II: Indian National Movement – Formation of the INC – Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Formation of Muslim League – Minto Morley Reforms – Lucknow Pact – Home Rule Movement – Montague Chelmsford Reforms.

Unit – III: Gandhian Era: Rowlat Act and Jallianwalabagh Massacre – Khilafat Movement – Non Cooperation Movement – Swaraj Party – Simon Commission – Civil Disobedience Movement – Round Table Conferences – Gandhi-Irwin Pact – Communal Award and Poona Pact.

Unit – IV: Government India Act of 1935 – Congress Ministries and Provincial Autonomy — The August Offer – Individual Satyagraha – Indian National Army (INA) – The Cripps Mission – Quit India Movement.

Unit – V: C. Rajagopalachari Formula – Wavell Plan – Shimla Conference – INA Trial – Cabinet Mission – Rahmat Ali and The Idea of Pakistan – Mohammed Ali Jinnah and Two Nation theory – Mountbatten Plan – Indian Independence Act.

Outcomes:

Analyse the contribution of social reformers in British India.

Evaluate the principles and programmes of moderates and extremists.

Outline the nature of Indian National Movement under the leadership of Mahatma Gandhi.

Analyse the working of Government of India act of 1935 with special reference to provincial autonomy.

Examine the various factors that led to the partition of India.

Text Book:

Bipan Chandra, India’s Struggle for Independence, Penguin Books, New Delhi, 1989.

Books for Reference:

Ahluwalia M. M., Freedom Struggle in India 1858 to 1909, Delhi, Ranjit Printers and Publications, 1968.

Chhabra G.S., Advanced Study in The History of Modern India, 1920 – 1947, Sterling Publishers, New Delhi, 1984.

Chopra P.N., Quit India Movement, Publication Division, New Delhi, 1992.

Damodaran Vinita & Maya Kumar: Postcolonial India, New Delhi, Manohar, 2000.

Majumdar R.C., Raychaudhuri H.C. and Kali Kinkar Datta, An Advanced History of India, Macmillan, New Delhi, 2001.

Pran Chopra, Uncertain India: A Political Profile of Two Decades of Freedom, Asia Publishing House, Bombay, 1968.

Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern India, Orient Longman, New Delhi, 2004.

Sumit Sarkar, Modern India 1885 – 1947, Macmillan, New Delhi, 1983.

Tara Chand, History of Freedom Movement in India, Publication Division Ministry of India, New Delhi, 1983.

Year/Semester: II Year / IV Semester

Code:

Credits: 5

Hours/Week: 5

CONTEMPORARY HISTORY OF INDIA (1947 – 2014 A. D.)

Objectives:

To study the process of Constitution making and integration of native states.

To understand the significance of Indo-Pak war and Tashkent Agreement.

To know about the total revolution and the emergence of Janata party.

To examine the policies and programmes of Congress and National Front Governments.

To study the Coalition governments from 1996 to 2014 and its impact in domestic and foreign policy.

UNIT – I: Nehru Era – Constitution making – Integration – Five Year Plans – India's Foreign Policy: Panch-Sheel and NAM – Kashmir Issue – Sino – Indian War of 1962.

UNIT – II: Lal Bahadur Shastri – Domestic Policy – Indo – Pak War of 1965 and Tashkent Agreement – Indira Gandhi: 1966 – 1975 – Internal Reforms – Indo – Soviet Treaty of Friendship – Indo – Pak War of 1971 and Simla Agreement.

UNIT – III: Jayaprakash Narayan and Total Revolution – Indira Gandhi and Emergency – Janata Government: Internal Reforms and Foreign Policy – Re-Emergence of Indira Gandhi: Khalistan Issue and Operation Blue Star.

UNIT – IV: Rajiv Gandhi: Programmes and Policies – Rajiv – Jayewardene Accord and Creation of SAARC – V.P. Singh and National Front Government – P.V. Narashima Rao: New Economic Policy – Ayodhya Issue and Emergence of BJP.

UNIT – V: Changing Trends in Coalition Governments: United Front Governments – NDA and UPA Coalition Governments – Economic Reforms – Consolidation of Economic Development – Growth of Science and Technology – Foreign Policy Directions.

Outcomes:

Assess the consolidation of India during the Nehru era.

Summarize the policies of Lal Bahadur Shastri and Indira Gandhi.

Discuss the administration of Janata Government and Re-emergence of Indira Gandhi.

Analyse the introduction of new economic policy and its impact.

Examine the consolidation of economic development and foreign policy under the Coalition Governments.

Text Books:

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee – India since Independence, New Delhi, Penguin, 2008.

Venkatesan G., History of Contemporary India, Madurai, J.J. Publication, 2001.

Books for Reference:

Bipan Chandra, Communalism in Modern India, Delhi, Vikas Publications, 1987.

Christophe Jaffrelot, India Since 1950, New Delhi, Yatra Books, 2012.

Dutt, V.P., India's Foreign Policy, New Delhi, Vikas Publications, 1993.

Grover, B.L., and Grover, S. A New Look at Modern Indian History, New Delhi, S. Chand & Co., 2004.

Ira Pande, India 60: Towards a New Paradigm, New Delhi, HarperCollins, 2007.

Keswani K.B., History of Modern India (1800 – 1984 A.D.), Bombay, Himalaya Publishing House, 1985.

Mahajan, V.D., History of Modern India (1919 – 1982), New Delhi, Chand & Co. 2004.

Pal R., Brass, The Politics of India since Independence, New York, Cambridge University Press, 2001.

Ramachandra Guha, India After Gandhi, Noida, Picador, 2008.

Satish Chander, Fifteen Years of Indian Independence 1947 – 1962, Delhi, Culture Meeting Publications, 1963.

Shashi Tharoor, India: From Midnight to the millennium, New Delhi, Penguin Books, 2000.

Venkatesan G., History of Contemporary India, Rajapalayam: V.C. Publications, 2016.

Year/Semester: III Year / V Semester

Code:

Credits: 6

Hours/Week: 6

HISTORY OF EUROPE – I (1453 – 1789 A.D.)

Objectives

To study the decline and fall of the Eastern Byzantine Empire.

To discuss about Michelangelo, DA Vinci and Raphael and their contributions.

To understand the key features of the Reformation in 16th and 17th century Europe.

To assess the role of the absolutist rulers in 17th and 18th century Europe.

To discuss the establishment of colonies in Asia.

Unit – I: Beginning of Modern Europe: Fall of Constantinople – Emergence of Nation States – Geographical Discoveries: Portugal and Spain – Renaissance: Literature, Art and Architecture.

Unit – II: Reformation: Martin Luther – Zwingli – Calvin – English Reformation – Counter Reformation: Council of Trent – Inquisition – Ignatius Loyola.

Unit – III: Period of Conflict: Emergence of Mercantilism – Establishment of Colonies – Thirty Years War – England Under the Stuart Dynasty: Glorious Resolution.

Unit – IV: Era of Absolutism: Louis XIV – Peter the Great – Catherine II – Frederick – Features of the Age of Absolutism.

Unit – V: Era of Enlightenment and Scientific Progress: Montesquieu – Voltaire – Rousseau and Diderot – Agrarian Revolution – Industrial Revolution.

Outcomes:

Students would have an idea about Renaissance and Reformation.

They get familiarized with the ideas of Martin Luther, Ignatius Loyola and Zwingli.

They learn the impact of Geographical Discoveries in the 15th and 16th centuries.

Students would understand the positive and negative impacts of Industrial Revolution.

Students realize the significance of Geographical Discoveries, Renaissance and Reformations in Christianity.

Students understand religious wars, absolute monarchs, colonization, scientific progress and various revolutions.

Text Book:

Khurana K.L., Modern Europe [1453 -1789 A.D.], Lakshmi Narain Agarwal, Agra, 2018.

Books for Reference

Arun Battacharjee, A History of Europe (1453 – 1789), Sterling, New Delhi, 1981.

Ferguson W and Bruun G., A Survey of European Civilization, Houghton & Co., Boston, 1969.

Fisher H. A. L., A History of Europe, Prentice Hall, New Delhi, 1936.

James Edgar Swain, A History of World Civilization, S.Chand & Co., New Delhi, 1999.

Ketelbey C. D. M., A History of Modern Times from 1789, OUP, New Delhi, 1976.

Norman Lowe, Mastering Modern World History, Macmillan, London, 2013.

Phul R. K., World Civilization, Prentice Hall, New Delhi, 1987.

Roberts J. M., History of the World, Oxford University Press, New York, 1993.

Weech W. N., History of the World, London, 2001.

Year/Semester: III Year / V Semester

Code:

Credits: 6

Hours/Week: 6

HISTORY OF CHINA AND JAPAN (1911 – 1990 A.D.)

Objectives:

To study the history of China during the twentieth century.

To discuss about the revolutions and rebellions that took place in 20th century China.

To evaluate Japan's role in the world Wars.

To study the Manchurian issue which caused issues between Japan and China

To understand the economic and foreign policies of Japan and China.

Unit – I: Background – Chinese Revolution of 1911 – Causes – Sun-Yat-Sen and Kuomintang – Impact of the Revolution – Yuan-Shi-Kai – China and the First World War – May Fourth Movement.

Unit – II: Background – Japanese Imperialism – Japan and First World War – 21 Demands – Washington Conference.

Unit – III: The Manchurian Crisis – Rise of Militarism in Japan – Second Sino – Japanese War – China and Second World War – CCP – KMT Rift – China under Mao-Tse-Tung and the Cultural Revolution.

Unit – IV: China under Deng Xiaoping and his Economic Reforms – China's Foreign policy 1949-1990: Sino-Soviet Relations – China and the West – China and the Third World – China and the U.N.

Unit – V: Japan and Second World War: Japanese Invasion of South East Asia – Attack on Pearl Harbour – Allied Occupation 1945-1952: New Constitution – Reconstruction – Economic Reforms – Foreign policy 1952-1990.

Outcomes:

The students get basic idea about the history of China and Japan during the 20th century.

They get to know about the revolutions and protests which shaped present day Japan and China.

They understand how Japan and China's rivalry became one of the causative factors for the world wars.

They would be able to understand how China and Japan developed into Asia's dominant countries.

Apprehension of Japanese intervention in the second world war and construct japan to foreign and economic policies.

Text Book:

Majumdar R.C. and Srivatsava A.L., The Far East, Chand and Co, New Delhi, 2000.

Books for Reference:

Beckmann G.M., The Modernisation of China and Japan, New York, Harper and Row, 1962.

Borton H., Japan's Modern Century, New York, The Reynold Press, 1955.

David S.G. and Goodman, China and the West: Ideas and activists, Manchester University Press.

Dutt Gargi and Dutt V.P., China's Cultural Revolution, Bombay, Asia Publishing House, 1970.

Dutt V.P., China's Foreign Policy (1958 – 1962), Bombay, Asia Publishing House, 1964.

Gupta R.S., History of Modern China, New Delhi. Sterling Publishers, 1981.

John King Fairbank and Merle Goldman, China: A New History, Harvard University Press, Cambridge, Massachusetts London, England, 2006

Krishnamurti. V.M, History of the Far East (1840-1970 A.D), Vijayalakshmi Publications, Neyyoor, 1976.

Shivkumar Jain, History of Far East in Modern Times, S. Chand & Co., New Delhi, 1982.

Wolfram Eberhard, A History of China, London, Routledge Kegan Paul, 1977.

Year/Semester: III Year/ V Semester

Code:

Credits: 5

Hours/Week: 5

CONSTITUTION OF INDIA

Objectives:

To study the evolution of Indian Constitution.

To understand the rights and duties of the citizens of India.

To learn about the basic principles of Indian constitution.

To analyze the working of the union government, state government, and the relationship between the two.

To assess the importance of constitutional bodies like the Election Commission and Public Service Commissions.

UNIT I: Background – Sources – Preamble – Basic Principles – Salient Features – Citizenship.

UNIT – II: Fundamental Rights – Directive Principles of State Policy – Fundamental Duties – Special Provisions Relating to Certain Classes.

UNIT – III: Union Government: Executive – Legislature – Judiciary – Judicial Review – Judicial Activism on Human Rights and Environmental Issues.

UNIT – IV: State Government and Local Self – Government: Executive – Legislature – Judiciary – Panchayat Raj – Municipalities.

UNIT – V: Nature of Indian Federalism – Relations between the Union and the States – Public Services – Public Service Commission – Election Commission – Amendments.

Outcomes:

Students would be able to study the nature and unique features of Indian constitution.

They get familiarized with DPSP and other provisions of the constitution.

They would get an idea about the concepts like fundamental rights and duties, federalism, citizenship etc.

Evaluate the role of the Indian judiciary in interpreting and upholding the Constitution.

Appreciate the role of the constitutional bodies.

Text Book:

Pylee M.V., Constitutional Government in India, New Delhi, S.Chand & Co, 2012.

Reference Books:

Bidyut Chakrabarty and Rajendra Kumar Pandey, Indian Government and Politics, New Delhi: Sage Publications, 2012.

Durga Das Basu, Introduction to the Constitution of India, New Delhi, Prentice Hall, 1996.

Gautam, D.N. Fifty Years of Indian Constitution, New Delhi, Manak Publication, 2001.

Kapur, A.C. Select Constitutions, New Delhi, S. Chand & Co., 2005.

Mehta, S.M. Constitution of India and Amendment Acts, New Delhi, Deep & Deep, 1990.

Subba Rao, T.V. Constitutional Development in India, New Delhi, Deep & Deep, 1996.

Year/Semester: III Year / V Semester

Code:

Credits: 5

Hours/Week: 6

HISTORIOGRAPHY

Objectives:

To study the definition and scope of History.

To understand the technical terms such as Dialectical Materialism, Objectivity in History, Causation in History.

To study the contributions made by Ancient Greco-Roman Historians such as Herodotus, Pliny, Livy, Strabo and Thucydides.

To study the nature of history in relation with other disciplines.

To make the student to understand the various ideas that shaped the work of leading historians.

Unit – I: Nature and Scope of History – Kinds of History – History and Other Social Sciences – Uses and Abuses of History – Sources: Primary and Secondary – Plagiarism.

Unit – II: Historical Writing of the West: Herodotus – Thucydides – Montesquieu – Edward Gibbon – Arnold Toynbee – Hegel – Karl Marx.

Unit – III: Historical Writing of India: Kalhana – Abul Fazal – R.G. Bhandarkar – J.N. Sarkar – Irfan Habib – K.A. Nilakanda Shastri – Bipan Chandra.

Unit – IV: Research Methodology: Selection of Topic for Research – Requisites of a Research Scholar – Objectivity and Subjectivity.

Unit – V: Historical Method: Collection of Data – Criticism: External and Internal – Synthesis – Exposition – Mechanics of Thesis Writing: – Arrangement of Thesis – Documentation – Footnotes – Bibliography.

Outcomes:

Students get familiarized with footnoting, writing references and bibliography.

Students would have knowledge about the Modern Historians like Arnold Toynbee and his contribution to the history of 18th century England.

Students would get an idea about the famous Marxian historians in India such as Romila Thapar, Irfan Habib and Bipin Chandra.

Students would have the opportunity to compare the writings of the traditional historians like Nilakanta Sastri, R G Bhandarkar with that of R S Sharma, Romila Thapar and others.

Students would be able to know about the contribution of noted historians of the past with special reference to India.

Text Book:

Sheik Ali, History: Its Theory and Method, Delhi, Macmillan, 2005.

Books for Reference:

- Aggarwal, J.C., Teaching of History: A Practical Approach, New Delhi, Vikas Publishing House Pvt. Ltd., 1992.
- Carr E. H., What is History? New York, Penguin Books, 1961.
- Elton G. R., The Practice of History, Princeton, N.J. Recording for the Blind & Dyslexic, 2003.
- Manickam S., Theory of History & Method of Research, Madurai, Padumam Publishers, 1997.
- Rajayyan, K., History in Theory and Method, New Delhi, Ratna Publications, 1995.
- Subramaniam, N., Historiography, Madurai, Koodal Publishers, 1978.

Year/Semester: III Year / V Semester

Code:

Credits: 4

Hours/Week: 5

Main Elective – I: MAKERS OF MODERN INDIA

Objectives:

- To understand the political and ideological differences between Gokhale and Tilak.
- To analyze how Gandhi's political ideas were different from that of Gokhale and Tilak.
- To study the contribution of Bharathi to Indian National Movement.
- To examine the role played by famous women in Indian History.
- To know about the great political leaders and socio-religious thinkers of modern India.

Unit – I: Political: G. Gokhale – B. G. Tilak – M.K. Gandhi – Subhash Chandra Bose – Nehru – Abul Kalam Azad.

Unit – II: Social: Raja Rammohan Roy – Ishwar Chandra Vidyasagar – Jyoti Rao Phule – Sri Narayana Guru – B.R. Ambedkar – E.V.Ramaswamy.

Unit – III: Religious: Dayanand Saraswati – Ramakrishna Paramahansa – Swami Vivekanandha – Aurobindo Ghosh – Sir Syed Ahmad Khan.

Unit – IV: Cultural: Rabindranath Tagore – Bankim Chandra Chatterjee – Subramanya Bharathi – Bharathidasan – T.V. Kalyanasundaram – Desika Vinayagam Pillai.

Unit – V: Women: Savitribai Phule – Pandita Ramabai – Annie Besant – Vijayalakshmi Pandit – Sarojini Naidu – Muthu Lakshmi Reddi.

Outcomes:

- Students get to know about the ideological similarities between Ambedkar and EVR
- Students would have an idea how Tagore and Bankim Chandra influenced/inspired Indians through their writings.
- Students would get an opportunity to study the contributions made by Savitri Phule in educating the Dalits.
- Students would be able to have knowledge on the great political leaders of Modern India who played a crucial role in the liberation of India.
- Students get familiarized with the revolutionary social reforms, great writers and thinkers who shaped our thought process through the enrichment of Indian culture.

Text Book:

Ramachandra Guha, Makers of Modern India, Harvard University Press, Cambridge, 2013.

Books for Reference:

- Agarwal R. C., and Mahesh Bhatnagar – Constitutional Development and National Movement of India, S. Chand & Co., New Delhi, 2014.
- Bali, D.R. – Modern Political Thought, Sterling Publications, New Delhi, 1993.
- Bharathi, K.S., – Encyclopedia of Eminent Thinkers : The political thought of B.R. Ambedkar Vol. IX., Concept Publishing Company, New Delhi, 1956.
- Grover B.L., Grover S., A New Look at Modern Indian History, S. Chand & Co., New Delhi, 2004.
- Lal S., 50 Magnificent Indians of 20th Century, Jaico Publication, Chennai, 2011.

Rajmohan Gandhi, Modern South India: A History from the 17th Century to our Times, Aleph Book Company, New Delhi, 2018.

Year/Semester: III Year / V Semester

Code:

Credits: 4

Hours/Week: 5

Main Elective – II: LABOUR MOVEMENT IN INDIA

Objectives:

To create awareness of working class in India.

To know the origin of labour movement in India.

To understand about national organisation in India.

To study important labour strike in India.

To grasp labour laws and welfare measures were taken by government

Unit – I: Sources – Emergence of Labour Consciousness in India – Industrialization in Europe – Works of Karl Marks and Engels – British Labour Movement – Soviet Revolution – Impact of First World War – International Labour Organization.

Unit – II: Emergence of trade unions in India: Madras Labour Union – Bombay Mill-Hands Association – Trade unions of Calcutta – Trade Unions in other parts of India.

Unit – III: National Labour Organisations: All India Trade Union Congress–Indian National Trade Union Congress – Centre of Indian Trade Union – Hind Mazdoor Sabha – United Trade Union Congress – Bharatiya Mazdoor Sangh.

Unit – IV: Gandhi and Labour Strikes: Champaran, Kheda, and Ahmedabad mill strikes –Role oflabours in the freedom movement – labours and nationalist ideas – Non-Cooperation Movement –Civil Disobedience Movement – Revolt of Royal Indian Navy.

Unit – V: Labour laws and welfare measures: Slavery Act of 1843 – Factory Acts – Trade UnionAct of 1926 – Royal Commission on Labour – Industrial Disputes Act 1947– Welfare Measures: Minimum Wages Act 1948 – Maternity Benefit Act 1961 – Payments of Gratuity Act 1972.

Outcomes:

The student cognisance about working class in India.

The student can apprehend labour movement in India.

They grasp important national organisation in India.

The student can understand the prominent labour strike.

The student realise the labour laws and welfare measure were introduced.

Text Books:

Sukomal Sen, Working Class in India: History of Emergence and Movement, 1830-1970,
K. P. Bagchi, Calcutta, 1979.

Mehta B.L., Trade Union Movement in India, Kanishka Publishing House, New Delhi,1991.

Books for Reference:

Giriraj Kishore Sharma, Labour Movement in India: Its Past and Present, SterlingPublishers, New Delhi, 1971.

Ramanujam G., Indian Labour Movement, Sterling Publishers, New Delhi, 1990.

Mehta B.L., Trade Union Movement in India, Kanishka Publishing House, New Delhi,1991.

Krishna C.S., Labour Movement in Tamilnadu, 1918-1933, K.P. Bagchi & Company,New Delhi.

Veerarahavan, D., The Making of the Madras Working Class, Leftword, New Delhi,2013.

Wadia, B. P., Labour Movement in Madras, Hard Press, 2012.

Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.

Year/Semester: III Year / V Semester

Code:

Credits: 4

Hours/Week: 5

Main Elective – III: ECONOMIC HISTORY OF MODERN INDIA

Objectives:

- To study the economic conditions of Pre-modern India.
- To learn the impact of British Economic Policies in India.
- To critically evaluate the Role of Indira Gandhi in nationalizing Banks in India.
- To analyze the negative and positive sides of the new economic policy of 1991.
- To impart the knowledge of the economic developments in modern India.

Unit – I: Sources - Economic condition of Pre-British India – Issues and Problems –Different approaches – Early colonial economy: the Era East India Company.

Unit – II: Colonial economy in the 19th century: Permanent Settlements – Ryotwari System – Mahalwari System, Establishment of Railways – Deindustrialization.

Unit – III: Later colonial economy: commercialization of agriculture – industrial capital – financecapital – impact of British imperialism – Depression.

Unit – IV: Indian economy after Independence: Nehru era – Planning Commission – Mixed economy – Five Year Plans – Green Revolution – Nationalization of Banks – abolition of privy purses – 20 Point Programme.

Unit – V: Indian economy after 1980: Economic Reforms of Rajiv Gandhi – P.V. Narasimha Rao
Economic Reforms under United Front, UPA and NDA governments.

Outcomes:

- Students would have an idea about the ‘Drain Theory’ of Dadabhoy Naoroji.
- Students get to know about the economic exploitation of the British government in India.
- Students would get a chance to compare the economic policies of the UPA and NDA governments.
- Students aware of the economic development of the Independent India.
- The students understand the basic knowledge of the various policies which shaped theeconomic growth of the country.

Text Books:

- Irfan Habib, Indian Economy Under Early British Rule, 1757-1857, Vol. 25 of A People’sHistory of India, Tulika Books, 2014.
- Dharma Kumar, ed. The Cambridge Economic History of India, 1757-2000, Vol. II, OrientLongman, New Delhi, 2005.

Books for Reference:

- Tirthankar Roy, The Economic History of India, 1857-1947, Oxford University Press, NewDelhi, 2006.

Tapan Raychaudhuri and Irfan Habib, eds. The Cambridge Economic History of India, 1200-1750, Vol. I, Cambridge University Press, Cambridge, 1982.

Irfan Habib, Economic History of Medieval India, History of Science, Philosophy and Culture in Indian Civilization series, Vol. VIII, Part I, Pearson, New Delhi, 2011.

Irfan Habib, Indian Economy, 1858-1914, Vol. 28 of People's History of India, Tulika Books, 2016.

Dietmar Rothermund, An Economic History of India: From Pre-Colonial Times to 1991, Routledge, New Delhi, 2002.

Dutt, R.C., The Economic History of India, Vol. I & II, Publications Division-Ministry of Information and Broadcasting, New Delhi, 2017

Year/Semester: III Year / VI Semester

Code:

Credits: 6

Hours/Week: 6

HISTORY OF EUROPE – II (1789 – 2000 A.D.)

Objectives

To Study the nature of French Revolution and emergence of Napoleon Bonaparte

To analyse the unification process of Italy and Germany

To realise the basic reasons, trends and impacts of WWI and peace treaties

To learn the common problems of WWII and its results

To focus on the cold war and emergence of power blocs and disintegration USSR

Unit – I: French Revolution 1789 – Napoleon Bonaparte – Congress of Vienna – Era of Metternich – French Revolutions of 1830 and 1848.

Unit – II: Liberal National Upheavals: Unification of Italy – Unification of Germany – October Revolution of 1917: Causes and Results.

Unit – III: First World War: Causes – Course – Results – Peace Treaties – League of Nations.

Unit – IV: Inter-War Period: Nazism, Fascism and Imperialism – Second World War: Causes – Course – Consequences.

Unit – V: Europe since 1945: UNO and World Peace – Cold War: Emergence of Two Power Blocs – Reunification of Germany – Disintegration of USSR – European Union.

Outcomes:

The students get basic idea about French Revolution and it is the mother of all revolutions.

They easily grasp the unification processes of two nations and can be implemented in their real life stations.

They could understand the First world war was the reason for the continuation of second world war

Nazism and fascism were the two ideologies led the countries into WWII.

Cold war, power blocs and disintegration were some of the signs of cyclic or uncertainty process of a nation or country

Text Book:

Pradeep Kumar, Ghosh, History of Europe, New Delhi, Pearson, 2012.

Books for Reference:

Dorn Brose, Eric. A History of the Great War: World War One and the International Crisis of the Twentieth Century, OUP, 2010.

Ketelbey, A History of Modern Times From 1789, Oxford University Press, New Delhi, 2000.

Lipson, E., Europe in the 19th and 20th Centuries, Prentice Hall of India, New Delhi, 1940.

Settar, S., World History, Landmarks in Human Civilization, Macmillan, New Delhi, 1973.

Year/Semester: III Year / VI Semester

Code:

Credits: 6

Hours/Week: 6

HISTORY OF USA (1865 – 1990 A.D.)

Objectives:

To learn about the period of Reconstruction.

To understand Progressive Era and the major reforms introduced by the American Presidents.

To study the causes for the economic depression.

To provide basic knowledge about America between the wars.

To understand the relationship of America with other countries of the world.

Unit – I: Background – Reconstruction – Andrew Jackson – The growth of American Economy – Rail Roads – Big Business – Populist Movement.

Unit – II: The End of the Frontier – America as a World Power 1898 – 1920 – The Progressive Era – Theodore Roosevelt – W.H.Taft – Woodrow Wilson.

Unit – III: America and World War I – American Role in Paris Peace Conference – America Between the World Wars – 1920's – 1930's – The Great Depression – F.D. Roosevelt – the New Deal.

Unit – IV: America and World War II – UNO – Truman and Eisenhower Eras.

Unit – V: Decades of Change 1960 – 1990: – J.F. Kennedy – Lyndon Johnson – Civil Rights Movement – America in Asia, Korea and Vietnam – Nixon to George W. Bush – End of Cold War.

Outcomes:

Analyse the significance of the era of Reconstruction.

Estimate the Progressive movement under the American Presidents.

Elucidate the reasons for the great depression.

Discuss the part played by USA in the World War II.

Examine the various factors that made USA a world power.

Text Book:

Majumdar R.C. and Srivatsava A.L., History of United States of America, SBD Publications & Distributors, New Delhi, 2001.

References:

David, A. Shannon - Twentieth Century America, The Progressive Era Vol. I, Rand McNolly, 1977.

Hendry Bamford Parkes - The United States of America: A History, Scientific Book Agency, 1975.

Henry Bamford Parkes, The United States of America: A History, Scientific Book Agency, 1975.

Joshi, P.S., Gholkar - History of United States of America, 1900 – 1945 A.D. S. Chand & Co., New Delhi, 1980

K. Rajayyan, A History of the United States, Ratna Publications, Tirunelveli, 2000.

Richard Hofstadter, ed. The American Republic Vol. II, Prentice Hal of India, New Delhi, 1965.

Year/Semester: III Year / VI Semester

Code:

Credits: 6

Hours/Week: 6

CONTEMPORARY HISTORY OF TAMIL NADU (1947 – 2016 A.D.)

Objectives:

Objectives:

To study about the congress government in Tamil Nadu since independence.

To make the students to understand the various schemes of Kamaraj for the development of Tamil Nadu during his Era.

To become aware of the formation of DK and DMK in Tamil Nadu.

To study comparatively about the welfare schemes of MGR and J. Jeyalalitha.

To emphasize the various policies and disputes in contemporary Tamil Nadu.

Unit – I: Background – Congress Governments (1947 – 1954): Omandur P. Ramasamay – Kumarasamy Raja – First General Election 1952 – Rajaji: Kula Kalvi Thittam – Formation of Andhra State and States Reorganisation.

Unit – II: Congress Governments (1954 – 1967): General Elections – Kamaraj era: Schemes for Development – Bhaktavatchalam: Anti-Hindi Agitation – Food Crisis – Fall of Congress Government.

Unit – III: DK and Growth of DMK – Politics of Cultural Nationalism – General Elections – DMK Governments under the Leadership of C.N. Annadurai and M. Karunanithi: Policies and Populist Programmes – Prohibition.

Unit – IV: Emergence of AIADMK – General Elections – AIADMK Governments under the Leadership of MGR and J. Jayalalitha: Policies and Welfare Programmes.

Unit – V: Contemporary Issues: Language Policy – Reservation policy – River Water Disputes – Problem of Sri Lankan Tamils – Impact of Coalition Politics on Tamilnadu.

Outcomes:

Discuss the impact of the kula kalai thittam of Rajaji in Tamil Nadu.

Examine the various schemes of Kamaraj for the development of education in Tamil Nadu.

Review the origin and development of DK and DMK in Tamil Nadu.

The students are familiar with the DMK and AIADMK government with its policies and programmes.

Analyze the effect of Coalition Politics on Tamil Nadu. The students are familiar with the Congress, DMK, AIADMK governments that governed Tamilnadu with its policies and programmes.

Text Book:

Devanesan A., History of Tamil Nadu, Marthandam, Renu Publication, 2004.

Venkatesan G., History of Modern Tamil Nadu, V.C. Publications, Rajapalayam, 2016.

Books for Reference:

Bala Jeyaraman, Kamaraj: The Life and Times of K. Kamaraj, Rupa Publications, New Delhi, 2013.

Kannan R., Anna: The Life and Times of C.N. Annadurai, Penguin Books, New Delhi, 2010.

Kannan. R, MGR: A Life, Penguin Books, New Delhi, 2017.

Philip Spratt, D.M.K in Power, Nachiketa Publications, Bombay,1970.

Rajmohan Gandhi, The Rajaji story, 1937-1972, Bombay, Bharatiya Vidya Bhavan, 1984.

Ramasamy A., DMK: Rise and contribution, Chennai, Puthu Vasantham Pathippagam, 2009.

Roopa Swaminathan, M.G. Ramachandran: Jewel of The Masses, New Delhi, Rupa & Co., 2002.

Sandhya Ravishankar, Karunanidhi: A Life in Politics, HarperCollins Publications, Noida, 2018.

Thandavan R., All India Anna Dravida Munnetra Kazhagam: Political Dynamics in Tamilnadu, Madras, Tamil Nadu Academy of Political Science, 1987.

Vaasanthi, Amma: Jayalalithaa's Journey from Movie Star to Political Queen, Juggernaut Books, New Delhi, 2016.

Varghese Jeyaraj S., Social-Economic History of Tamil Nadu (1565 – 1967), Uthamaalayam, Anns Publications, 2017.

Year/Semester: III Year / VI Semester

Code:

Credits: 4

Hours/Week: 5

INDIA AND HER NEIGHBOURS

Objectives

To study the development of the Indian foreign policy during the period of J Nehru, L B Sastri, Indira Gandhi, Rajiv Gandhi and Narendra Modi.

To critically evaluate the failures of India's Foreign Policy.

To examine India's role as a member in the international organizations like BRICS, ASEAN etc.

To enable the students to understand the core issues on India's foreign policy and the challenges faced with its South Asian neighbours.

To make them realize the importance of regional organizations for the promotion of peace and stability.

Unit – I: Foreign Policy: Determinants of Foreign Policy – Evolution of India's Foreign Policy – Objectives – Basic Principles.

Unit – II: Pakistan and Bangladesh: India and Pakistan: Factors Influencing Indo-Pak Relations – Areas of Conflict – Crisis and Co-operation – India and Bangladesh: Emergence of Bangladesh under Mujibur Rahman – Areas of Crisis and Co-operation – Farakka Barrage Dispute.

Unit – III: China and Nepal: Sino-Indian Relationship – Chinese Action in Tibet – Panch-Sheel Agreement – Strains and Normalization Process of Sino-Indian Relationship – Border Issues – India and Nepal: Interactions between India and Nepal – Economic Co-operation.

Unit – IV: Sri Lanka, Burma and Bhutan: India and Sri Lanka since Independence – Ethnic Problem – Civil War and its Impact: India and Burma – India and Bhutan.

Unit – V: India's Role in the Regional Organisations: NAM – SAARC – ASEAN – Importance of Indian Ocean.

Outcomes:

Students would get an idea about the encroachments made by China and Pakistan on Indian territories.

They would have knowledge about the Surgical Strikes and other military operations carried out by India.

They get familiarized with India's new initiatives such as B2B, 5Ts and India-Myanmar-Thailand Trilateral Highway.

Students know the basic principles and evolution of foreign policy under successive governments.

To know the challenges in India's relationship with its neighbours and India's role in regional organisations.

Text Book:

David Ludden, India and South Asia: A Short History, London, Oneworld Publication, 2014.

Jayapalan. N, India and Her Neighbours, Atlantic Publishers and Distributors, New Delhi, 2000.

Books for Reference:

Catherine R. Schenk, International Economic Relations Since 1945, Routledge, 2011.

Chatterjee Aneek, International Relations Today: Concepts and Applications, Dorling Kindersley, 2010.

John W. Young and John Kent, International Relations Since 1995, OUP, 2013.

Joyce P., Kaufman, Introduction to International Relations: Theory and Practice, Rowman & Littlefield, 2013.

Khanna V.N., International Relations, Vikas Publishing House, New Delhi, 2018.

Peu Ghosh, International Relations, PHI Learning, New Delhi, 2013.

Taylor C. Sherman, William Gould, Sarah Ansari, From Subjects to Citizens: society and everyday state in India and Pakistan (1947 – 1970), Cambridge University Press, 2014.

Year/Semester: III Year / VI Semester

Code:

Credits: 4

Hours/Week: 5

Main Elective – I: HUMAN RIGHTS

Objectives

- To understand the nature and scope of human rights.
- To study the role of UNO in human rights developments.
- To examine the relationship of NGO and human rights.
- To know the role of constitution in the implementation of human rights.
- To identify the various Human Rights Violations.

Unit – I: Nature and Scope of Human Rights – Theories of Human Rights – Evolution of Human Rights: Magna Carta (1215) – Petition of Rights (1628) – American Declaration of Independence (1776) – Declaration of the Rights of Man and the Citizen (1789) – Classification of Human Rights.

Unit – II: I & II World Wars and Human Rights – UNO and Human Rights: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – Helsinki Charter.

Unit – III: Human Rights and Non-Governmental Organisations (NGO's): International Committee of the Red Cross – Amnesty International – Human Rights Watch: International Commission of Jurists (ICJ) – African Human Rights System.

Unit – IV: Human Rights in India: Constitution and Human Rights – Protection of Human Rights Act, 1993 – State and National Human Rights Commissions – Law Enforcing Agencies and Human Rights.

Unit – V: Contemporary Issues on Human Rights: Women's Rights - Children's Rights – Rights of Dalits, Adivasis, Minorities, Refugees and Third Gender – Environment and Human Rights – Public Interest Litigation.

Outcomes:

- Explains the historical growth of the idea of human rights.
- Demonstrate the efforts of international organizations to safeguard Human Rights.
- Significance of NGO in the implementation of human rights.
- Importance of constitution in the implementation of human rights.
- Interpret the problems of human rights violations and find solution.

Text Book:

Mohanasundaram K., Human Rights: Theories and Practice, New Delhi, Concept Publishing Company, 2013.

Books for Reference

- Arjun Dev, Indira Arjun Dev and Das Gupta, Human Rights: The Source Book. New Delhi, National Council of Educational Research and Training, 1996.
- Basu, L.N., Human Rights in a Global Perspective. Jaipur: Aavishkar Publishers, 2003.
- Gopal Bhargava, Human Rights: Conflict to Build Peace. Kalpaz Publication, Delhi. 2003.
- Jyotsna Tiwari, Scope and Categories of Human Rights, Delhi, Isha Books, 2006.
- Lina Gonsalves, Women and Human Rights, New Delhi, A.P.H. Publishing Corporation, 2001.
- Subramanian S., Human Rights: International Challenges, New Delhi, Manas Publication, 2004.
- Umesh Bhatt, Human Rights: Achievements and Challenges. Vista International Publishing House, Delhi, 2005.
- Vinod Sharma, Human Rights Violation: A Global Phenomenon, New Delhi, A.P.H. Publishing Corporation, 2002.